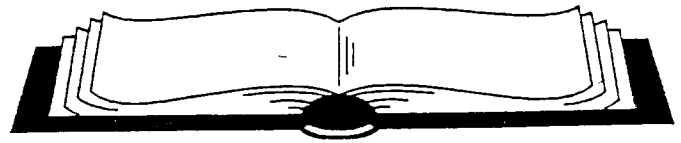


NEW JERSEY

1999-2000
Guidelines and
Application



BEST

PRACTICES

ORIGINAL

Deadline for Application to County Office:
NOVEMBER 22, 1999

| | | | |
|---|---|---|--|
| Category | <u>Educational Technology</u> (Application is limited to one category. See page 3 for details.) | | |
| Practice Name | <u>CLIPART (Children Linking PARENTS and Technology)</u> | | |
| Number of Schools with Practice | <u>1</u> | (If more than one school or district, read and complete information on page 2.) | |
| County | <u>Burlington</u> | | |
| District (Proper Name) | <u>Lumberton Township</u> | School District | |
| District Address | <u>30 Dimsdale Drive, PO Box 8</u> | | |
| | <u>Lumberton, New Jersey</u> | <u>08048</u> | |
| | city | zip code | |
| District Telephone | <u>(609) 267-1406 Fax (609) 267-0002 Email lumberton.k12.nj.us</u> | | |
| Chief School Administrator | <u>Frank J. Logandro</u> | | |
| Nominated School #1 (Proper Name) | <u>Florence L. Walther School</u> | | |
| School Address | <u>56 Chestnut Street, PO Box 8</u> | | |
| | <u>Lumberton, New Jersey</u> | <u>08048</u> | |
| | city | zip code | |
| School Telephone | <u>(609) 267-1404 Fax (609) 267-1124 Email baij@lumberton.k12.nj.us</u> | | |
| School Principal | <u>John H. Baily</u> | | |
| Program Developer(s) | <u>Mrs. Lisa Burke</u> | | |
| Chief School Administrator's or Charter School Lead Person's Signature | <u>Frank J. Logandro</u> | | |

FOR USE BY COUNTY SUPERINTENDENT OF SCHOOLS ONLY

Approved: ☒ Yes ☐ No County Superintendent's Signature Thane DeStefano
11-30-99 FL

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**NEW JERSEY
BEST PRACTICES
1999-2000 APPLICATION**

Application Requirements:

- ◆ **RESPONSES to the information and the statements below must be ANONYMOUS.** No reference should be made to the names of the district or the school(s). Use the words "the school" or "the schools" in referring to the applicant in responding to the statements.
- ◆ **USE ONLY THE SPACE PROVIDED ON THE APPLICATION FORM on pages 1, 2 (if applicable) and 4 and THE NUMBER OF LINES SPECIFIED FOR RESPONSES to the statements.** Do not include any additional materials, as they will not be reviewed in the selection process.
- ◆ Application must be **keyboarded on 8 1/2" x 11" white paper, portrait format. Ten-point or larger computer font or twelve-pitch or larger typewriter font must be used.** (This sentence is in ten-point.)
- ◆ **KEYBOARDED RESPONSES** to the statements below must be **no more than a total of three pages.** Keyboard the statement followed by the response. Format your response to the number of lines specified.
- ◆ The information on page 4 and the keyboarded responses to statements must be printed or copied on one side of the page. The information on pages 1 and 2 (if applicable) must be printed or copied on one side of the page. Staple pages 1 and 2 (if applicable) and 4 and the keyboarded responses together.
- ◆ The original application must be signed by the district chief school administrator or charter school lead person, indicating his/her approval.
- ◆ The original and seven copies of the application must be submitted to the county superintendent of schools by November 22, 1999, with the Itemized List of District Applications form. Keep the seven copies of each application together with the original containing the signature of the district chief school administrator or charter school lead person on the top of each set.
- ◆ **FAILURE TO COMPLY WITH THE PROCEDURES FOR SUBMISSION OF THE APPLICATION MAY RESULT IN THE ELIMINATION OF THE APPLICATION.**

| | | |
|--|-------------------|---|
| The following data is required to assist the panelists in the evaluation of the application: | | |
| Type of School | Grade Levels | Practice Name CLIPART - Children |
| <input checked="" type="checkbox"/> Elementary School | <u>1</u> | Linking PARENTS and Technology |
| <input type="checkbox"/> Middle School | <u> </u> | |
| <input type="checkbox"/> Junior High School | <u> </u> | Number of Schools with Practice <u>1</u> |
| <input type="checkbox"/> High School | <u> </u> | Number of Districts with Practice <u> </u> |
| <input type="checkbox"/> Other: <u> </u> | <u> </u> | |

| | | |
|---|--|---|
| Check the ONE CATEGORY into which the practice best fits. | | |
| <input type="checkbox"/> Arts (Visual and Performing Arts) <input type="checkbox"/> Assessment/Evaluation <input type="checkbox"/> Bilingual Education and Diversity <input type="checkbox"/> Citizenship/Character Education <input type="checkbox"/> Early Childhood Education Programs <input type="checkbox"/> Educational Support/Guidance and Counseling Programs (services contributing to high student achievement) | <input checked="" type="checkbox"/> Educational Technology <input type="checkbox"/> Health and Physical Education <input type="checkbox"/> Language Arts Literacy <input type="checkbox"/> Mathematics <input type="checkbox"/> Professional Development <input type="checkbox"/> Public Engagement (family involvement and partnerships with business, community and/or higher education) | <input type="checkbox"/> Safe Learning Environment <input type="checkbox"/> School-to-Careers/Workplace Readiness <input type="checkbox"/> Science <input type="checkbox"/> Social Studies <input type="checkbox"/> Special Education <input type="checkbox"/> World Languages |

1. Describe the practice proposed for recognition, and list its objectives. Detail how the practice is innovative, how it promotes high student achievement and how it can be replicated. **(Maximum of 50 lines for response)**
2. Describe the educational needs of students that the practice addresses and how they were identified. List the *Core Curriculum including the Cross-Content Workplace Readiness Standards** addressed by the practice and describe how the practice addresses the standard(s). **(Maximum of 50 lines for response)**
3. Document the assessment measures used to determine the extent to which the objectives of the practice have been met. **(Maximum of 60 lines for response)**

*The 1996 edition of the *Core Curriculum Content Standards* published by the New Jersey State Department of Education was disseminated to all districts and charter schools and is available on line through the department's website at <http://www.state.nj.us/education>

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supp.20

1. Describe the practice proposed for recognition and list its objectives. Detail how the practice is innovative, how it promotes high student achievement and how it can be replicated.

It is important to note that this practice is used for teaching computer skills to a self-contained special education first grade class. The purpose of the CLIPART project (**C**hildren **L**inking **P**ARents and **T**echnology) is to showcase what the students have learned in the area of technology. Throughout the year, the children receive training in how to use our classroom computers. The final products are individual Color Words book using the Creative Writer program and a "Virtual Tour" of the school using Microsoft PowerPoint.

Color Words books are a hard copy product made by each child. The children are instructed on the basic elements of word processing. Students learn to "click and drag" and to "hunt and peck." From there the students practiced changing the size, the font style and the color of their work. After this, inserting a graphic is added to their list of items to master. The children are then ready to make a product.

The class works on one color word per session. Each child completes their eight color word pages and a cover page for their book. Upon completion, all pages are laminated and bound. In this activity, students are practicing their color words, spelling skills, independent work habits and organizational skills.

Additionally, during the CLIPART project presentation each child takes his parents to the computer and assists them in creating a Family Sign. The children demonstrate to their parents how to use the Creative Writer program. The Family Signs are displayed outside the classroom for all to see.

The "Virtual Tour" is significantly more complex. Each child is assigned a month of the school year. For example the student responsible for the month of October has to complete the following tasks: photograph the fire safety presentation and Halloween, and complete captions for each picture. The student also interviews the art teacher. The skills learned in the Creative Writer instruction are required to complete this work. The student also provides a voice recording for each slide. The student is assisted in organizing his work within the larger presentation. The teacher adds "action buttons" to ensure smooth program operation. Students are practicing organizational skills, writing skills, communication and public speaking.

The objectives of this program are:

1. learn to click and drag the mouse
2. edit for effect; changing color, size and style of fonts
3. insert graphics into work
4. organize hard copy material
5. work independently to accomplish a specific task
6. show growth in language skills, both written and oral
7. become proficient in the Creative Writer program.

2. Describe the educational needs of students that the practice addresses and how they were identified. List the Core Curriculum including the Cross-Content Workplace Readiness Standards addressed by the practice and describe how the practice addresses the standard(s).

The Child Study Team determines placement of students in this class in our district. Educational needs of each child are determined by his Individual Education Program (I.E.P.) In general, students in this class require an organized, skill oriented approach to learning new material. Opportunities for direct application with frequent repetition are necessary to train students in new skills.

This program addresses the following Core Curriculum Content Standards:

- Cross-Content Workplace Readiness
 - A. Standard 2: Students will use computers to develop and present their CLIPART project
 - B. Standard 3: Students develop critical thinking, decision making, and problem solving skills by designing the layout for their part of the PowerPoint presentation and creating the Color Words book.
- Language And Arts Literacy
 - A. Standard 3.1: Students will narrate their section of the PowerPoint project, read aloud, and give directions to their parents during the presentation.
 - B. Standard 3.2: Students practice good listening skills throughout the presentation as they take on the role of audience while their classmates present.
 - C. Standard 3.3: Students provide the narrative description of photos taken for the PowerPoint project.
 - D. Standard 3.5: Students use graphics from the clipart section of the program to enhance the project. Graphics will relate to the information presented.

Additionally, this program also covers goals of each student I.E.P. Many of the children require training in organizational skills and independent work habits. Training in computer use provides them with the chance to “do something fun” and still accomplish a set goal. Many of the children don’t even know that they are working. Students with learning disabilities are also challenged with issues of language development. These projects provide ample opportunity for the students to prepare both spoken and written word through direct completion of the assignment as well as classroom discussion about the assignment with peers during “brainstorming” sessions.

3. Document the assessment measures used to determine the extent to which the objectives of the practice have been met.

The day we invite parents to school to review the CLIPART project is the best assessment tool to measure whether a student has met the objectives of the training provided. On that day, students are required to perform multiple tasks to show their proficiency in the use of Creative Writer and Microsoft PowerPoint.

CLIPART activities are set up in stations. The students and their families are divided into small groups to complete a circuit of all of the stations. The stations are: PowerPoint presentation, Story Corner, Family Sign, and snack time.

During the PowerPoint presentation, children open the program to their specific month. It is the student's responsibility to operate the slide show using the mouse. Students must also activate the speech buttons. A television is provided to display the program for the parents.

At the story corner, each child takes a turn reading a book that they have pre-selected to the audience of the other students and parents. Students have practiced their stories frequently and are expected to maintain their composure and speak at an appropriate volume and speed.

When it is time to make the Family Sign, students present their color words book to their parents. Parents can review the work and learn from their child how to create a Family Sign. The parent is the "secretary" and the child is the "designer," adding graphics and style to the product.

Additionally, the children are asked to complete several tasks upon command during the course of this training. For example, they may arrive at a computer to find a list of color words written in all black letters. They receive an oral command to change each word to its color, make four words smaller and four words larger and print the work when it is completed. This is a multistep task that would be given after significant instruction and reinforcement. Students are evaluated on their ability to accomplish the task within a certain time period, by the amount of assistance they require to complete the task and whether the work is turned in to the correct place.

The nature of the self-contained special education class requires that the most significant part of our day be spent on language development. Technology is incorporated into lessons when it is appropriate. Class books are written retelling information that they have learned about a subject or providing a parody of a story that they have read or heard. These activities are generally group oriented rather than individual with the teacher acting as the "secretary" and the students as the "designers."